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ABSTRACT

This survey reports recent experience of Midwestern colleges in recruiting and enrolling minority students. Results were based upon responses of a representative group of 129 4-year institutions. The principal findings were: (1) 3 out of 5 senior institutions were working actively to enroll minority students. The gross number of minority freshmen increased 25% from 1968 to 1969 and is expected to increase another 30% by Fall 1970; (2) the recruiting methods regarded as most successful typically involved minority staff, special programs for minority students, direct contact with schools or minority students; (3) 41% of the minority students required full financial support; (4) approximately 7 out of 10 minority freshmen returned the following year - the same proportion for all freshmen; (5) many of the colleges reported marked increases in social involvement, concern with student affairs, and outside interest in the affairs of the institution; and (6) most respondents expressed a positive but cautious view of continuing increase in minority enrollment. Many identified one critical factor: availability of public funds to expand programs and support more students. The appendix contains a list of the respondents and the survey. (Author/AF)

ED041557

Higher Education Surveys

COLLEGE ENTRANCE EXAMINATION BOARD

Admission of Minority Students in Midwestern Colleges

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Report M–1 May, 1970

HE001 685

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Higher Education Surveys is an experimental project of the College Entrance Examination Board. The purpose is to provide member institutions with a rapid means of gathering pertinent information about important current problems in college admissions. The survey described in this report was executed by the Midwest Committee with staff support from the College Board's Access Research Office in Palo Alto, California, and Midwest Regional Office in Evanston, Illinois.

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ABSTRACT

This survey reports recent experience of colleges in recruiting and enrolling minority students. Results were based upon responses of a representative group of 129 four-year institutions in the Midwest. Principal findings were:

(1) Three out of five senior institutions are working actively to enroll minority students. The gross number of minority freshmen increased 25% from 1968 to 1969 and is estimated to increase another 30% by fall 1970. Among major types of institutions, non-selective public colleges had the lowest proportion of minority freshmen (3.7%)--private liberal arts colleges had the highest (5.6%).

(2) The recruiting methods regarded as most successful typically involve minority staff, special programs for minority students, direct contact with schools, or minority students. Many colleges are not using the first two methods.

(3) While colleges report that 13% of incoming freshmen require full financial support, the corresponding figure for minority students is 41%. Colleges estimate that 14% of all freshman aid goes to the 4.5% who are minority students.

(4) Approximately seven out of ten minority freshmen returned the following year--the same proportion held for all freshmen.

(5) Many colleges report marked increases in social involvement, concern with student affairs, and outside interest in the affairs of the institution. This is frequently true in public and private colleges with high or low minority enrollment.

(6) Most respondents expressed a positive but cautious view of continuing increases in minority enrollment. Many flatly identify one critical factor--availability of public funds to expand programs and support more students.

See p 10

ADMISSION OF MINORITY STUDENTS IN MIDWESTERN COLLEGES

Midwest Committee for
Higher Education Surveys

May 1970

Acknowledgments: Appreciation is expressed to the many respondents who promptly returned survey questionnaires at a busy time of the year and to the College Board staff members who assisted on the project. This essentially factual report of results was prepared by Warren W. Willingham.

INTRODUCTION

It is only quite recently that questions concerning the admission of minority students to higher institutions have come clearly into the national consciousness. It was in 1966 that the now well-known Coleman Report documented the extreme segregation of American colleges. In that same year Gordon and Wilkerson reported that only a small number of four-year institutions were making any special effort to enroll and assist disadvantaged students. Coming after a period when admission of minority students has received wide attention and intensive effort, this study provides a brief status report for a sizable and representative group of midwestern senior institutions.

The relevant research literature prior to the early 1960's was quite sparse. The vast literature which has developed since that time is often exhortative, polemical, or heavy with political rhetoric. One of the first sets of minority demands regarding college admissions was advanced in the Statewide Seminar on Race and Poverty in Higher Education (McKendall, 1968). This California group passed resolutions insisting that admission and retention decisions involving minority students be made by members of minority groups without necessary recourse to any traditional academic criteria. Healy (1969) has described "open admission" at City University of New York, the first major institution to alter basically its admission policy in order to increase markedly the representation of minority youth in its student

body. And these developments have been brought decisively into the public forum by Vice President Agnew's statement of his definite views of the matter (San Francisco Chronicle, 1970).

Among the more scholarly and useful discussions is a perceptive series of papers on the nature of equal educational opportunity in modern society (Harvard Educational Review, 1969). And in the spring of 1970 the Carnegie Commission on Higher Education prepared a thoughtful and provocative set of specific suggestions concerning ways in which institutions and their communities can enhance educational opportunity for minority students.

The research literature has been well surveyed by Kendrick (1970) and Bayer and Boruch (1969). While most published work on the education of minority students has concerned Afro-Americans, a book just completed by Carter (1970) documents the educational plight of Mexican Americans.

Since the Coleman Report dramatized the low representation of minority youth on most campuses, subsequent studies have demonstrated the effect of extensive minority recruitment. Census data indicate the proportion of 18 to 24 year-old Blacks in college rose from 8 to 15% in the period 1964 to 1968 (Census Bureau, 1969). But despite widespread effort and substantial gains, most colleges remain essentially segregated--Blacks still constitute less than 3% of the total undergraduate enrollment at the major traditionally white universities (Egerton, 1969; Chronicle of Higher Education, 1970).

Community colleges seem to represent the most frequent exception to segregated higher education (Chronicle of Higher Education, 1969). A report just released by the American Association of Junior Colleges (Knoell, 1970) demonstrates the success of community colleges in serving urban minority youth in five major cities. Undoubtedly, these institutions will continue to play a major and vital role in the education of minority or disadvantaged students, but from an educational or social standpoint the two-year college obviously cannot bear the full responsibility for educating those who have not been educated.

To what extent are individual senior institutions accepting the challenge of serving larger numbers of minority students? In what ways are they recruiting minority youth and with what success? And what is happening on different types of campuses? Are institutions providing adequate academic help to keep minority students enrolled; which institutions are undergoing marked changes in emphasis and governance? These are the principal questions to which this survey is directed. In brief, the purpose is to provide some relevant information regarding the present state of minority admissions and the outlook for the immediate future.

PROCEDURE

Since a primary objective of the project was to provide a timely report without the lag of some months which commonly accompanies research undertakings, it was mandatory to design a question-

naire which could be completed quickly--both from the standpoint of the respondent and with respect to data analysis. Consequently, a single-page questionnaire format was used and answers to practically all questions were quantifiable.

The Midwest Committee devoted two meetings to the development of the questionnaire. The topic was defined at an initial meeting; the eleven questions finally used were selected and edited at a meeting on April 6. These questions emphasized enrollment and recruitment of minority students, student survival and institutional changes, financial aid, and the outlook for the immediate future. (See questionnaire in Appendix).

The purpose of the survey called for a representative sample of midwestern senior institutions. For this and most similar surveys, critical sampling characteristics include size, degree of selectivity, and control. These variables are represented in the sampling frame shown in Table 1. Religious and special institutions seem enough different from other colleges to be treated separately. The former are not necessarily colleges with a formal religious affiliation, but those which place heavy emphasis upon religious practice or training for religious work; the latter specialize in fields such as music and art.

The sampling proportions were set so that sufficient returns would be available for analysis of four basic groups; public selective, public non-selective, private liberal arts (including a few private universities), and special private institutions. This required heavy

sampling in the public domain which contains one-fourth of the colleges but one-half of the freshmen.

Questionnaires were mailed to Directors of Admission of the 160 institutions in the original sample on April 9 with a special request to respond promptly. By April 23 81% of the questionnaires had been returned. (See list in Appendix). This rate of return seems good in view of the fact that some questionnaires never came to the attention of the respondent during the response interval of six working days --often because the respondent was never in his office. The last two columns of Table 1 indicate that the actual final sample closely conforms to the representative sample originally chosen.

RESULTS

Enrollment

Responses of Admissions Officers to the surveyquestionnaires indicate that some three out of five senior institutions in the Midwest are actively working to increase their enrollment of minority students (Afro-Americans, Indians, or Spanish-Americans). This is almost always described as a voluntary act though about one-fourth of all institutions were able to say that they had not given the question of minority admissions systematic attention (Table 2). This work of many colleges is reflected in enrollment statistics. There was a 25% gain in freshman minority enrollment from 1968 to 1969 in Midwestern senior colleges; respondents estimated that another 30% increase will be attained in fall 1970 (Table 3).

As Table 4 indicates the increase in freshman minority enrollment is not simply part of a general enrollment increase. The percentage of minority students among entering freshmen advanced from 3.7% in 1968 to 4.5% in 1969; the expected figure in 1970 is 5.6%. This increase in the proportion of entering minority students is fairly uniform across different types of institutions except that the less selective public institutions have tended not to keep up with the others.

This latter fact must be viewed in light of less stringent academic demands which ordinarily characterize less selective institutions. In this region of the country there are three to four times as many minority students entering selective public senior colleges as non-selective ones. This is due partly to the fact that the selective institutions are larger and partly due to a lower rate of minority admissions in the non-selective colleges. In either event a fairly high proportion of minority students in public Midwestern senior colleges are facing academic competition characteristic of the more selective institutions.

Recruiting

A wide variety of recruiting methods have been used by those colleges actively seeking to increase their minority enrollment (Table 5). The most common include visits to schools, contact with school personnel, and assistance from minority students. The most generally helpful methods seem to involve one of three elements: minority personnel, direct contacts with schools, and special programs designed for minor-

ity students. Indirect contact through alumni or lists of minority high school students are found useful by some institutions but are not widely endorsed. Waived fees are often seen as helpful though evidently not a critical recruiting aid.

Two recruiting aids which are highly regarded but not always exercised even by the actively recruiting institutions are: (1) use of minority staff and (2) development of special programs such as tutorials. These may be promising avenues for institutions aiming for higher levels of minority enrollment. The data indicate, for example, that of those Midwestern four-year colleges which admit more than 500 freshmen yearly, some 40% do not have any minority personnel assisting with minority recruiting.

Financial Aid

Evidently almost half of all students entering senior institutions in the Midwest need at least partial financial assistance. As would be expected the proportion needing aid is some 50% higher in private as opposed to public colleges. It is also to be expected that minority students are much more likely to need aid (four out of five do), but the difference between the financial need of minority students and the general student body shows up strikingly in the proportion of students needing full support to attend college.

As Table 6 shows 13% of all freshmen entering the sampled institutions needed total financial support. The corresponding figure for minority students was 41%--three times as high. And that proportion does not vary a great deal across different types of institutions.

Evidently, this level of financial need characterizes the population of minority youth attending senior colleges in the Midwest. The extent of need among minority students not now attending college is undoubtedly greater. At present minority students are receiving some 14% of all aid to freshmen in Midwestern four-year colleges (Table 7). This is about three times the proportion of minority students among all freshmen. The financial implications for colleges planning to increase their minority enrollment seem clear.

Retention

Most of the institutions reported that the typical minority freshman was below average in academic potential in relation to the freshman class. About seven colleges in ten have some means whereby they assist those minority students who have difficulty meeting academic requirements. The existence of special programs does not vary a great deal according to whether or not incoming minority students are judged below average, but there is a noticeable difference by control. Public institutions are more likely to have academic assistance programs--the "extensive" programs are almost exclusively in public colleges (See Tables 8 and 9).

The extent to which institutions are successful in retaining minority students is a critical question. In many cases it is difficult for the institution to obtain accurate information concerning student survival. Most colleges were able, however, to give estimates of the proportion of minority students and other freshmen who returned in fall 1969 after entering the previous fall.

While there is a good deal of variation among colleges, respondents report that about seven out of ten freshmen return to their institution of original enrollment the following fall. The survival rate of minority students is reported to be at the same level, though again, there are variations among colleges. Retention rates shown in Table 10 are surprisingly consistent. Relative success in holding minority students as compared with other freshmen does not vary greatly across types of institutions, nor according to the estimated academic potential of incoming students, nor across colleges which do or do not offer programs of special academic help for minority students. These data are crude and perhaps cannot be expected to shed light on matters as confusing as retention typically proves to be. Another possible interpretation is that colleges are doing what they must, in various ways, to see to it that minority students are retained at approximately the same rate as other freshmen.

Institutional Changes

Admission of minority students is often associated--as both a cause and an effect--with various manifestations and concomitants of student activism. Table 11 indicates frequent incidence of marked increases in social commitment, politization, and concern for students.

Student representation on committees has increased markedly on the vast majority of campuses. Emphasis on student development in the educational process has increased also but particularly at the selective public institutions. Community involvement and faculty con-

cern with social issues are both reported to have increased greatly in many colleges. Community involvement is especially marked in colleges with high minority enrollment; social sensitization of the faculty has evidently been especially prevalent in the public institutions.

Along with these changes, colleges frequently report public involvement--either in the form of public attention or direction from governing boards. As might be expected, public concern is more likely to affect public institutions but certainly not exclusively so. The overall picture indicates a very high incidence of fundamental changes of emphasis and governance in these higher institutions--far more frequent than the isolated but dramatic confrontations which are reported in the public press, and by no means restricted to those institutions with heavy minority enrollments.

What is the outlook? Positive but cautious. Three out of four respondents anticipate at least some increase in the percentage of minority freshmen over the next three years, but only one in ten predicts a substantial increase at his institution (See Table 12). Practically none expect a decrease in minority enrollment.

In explaining how the increases will occur, respondents revealed no special secrets. Three themes were expressed repeatedly: (1) organized, intensive recruiting effort, (2) development of special programs for minority students, and (3) assistance and pressure from minority students. It seems clear that few colleges are attracting large numbers of minority students without well organized programs for doing so. The importance of minority involvement was frequently em-

phasized. As one Director of Admissions stated, "We are getting more minority students simply because the minorities are running the recruiting program".

By far the most frequently stated restraint was money. Many respondents felt that federal funds for special programs and aid will be the major factor in the overall level of success in increasing minority enrollment in senior colleges. As a representative of a large urban university stated his frustration:

> "The interest, commitment, techniques and personnel are all here and ready to increase the program. Federal funding and state allocations are not keeping pace with our hopes, expectations, and abilities. With adequate funding we could double our program in a year".

Or as another stated his despair:

> "We just can't continue to increase minority enrollment as we have. The money is running out".

TABLE 1 The Total Population of Midwestern Senior Colleges and the Constitution of the Original Sample and Actual Respondents

Group	Type	All Colleges	Sample Ratio	Original Sample	Actual Respondents	% of Original Sample	% of Actual Respondents
	Public						
0	Selective-Over 15,000	23	.67	15	13	9%	10%
1	Selective-5,000-15,000	27	.67	18	14	11	11
2	Selective-Under 5,000	15	.67	10	8	6	6
3	Non-Selective-Over 5,000	20	.67	13	11	8	9
4	Non-Selective-Under 5,000	26	.67	17	12	11	9
	Private						
	Liberal Arts						
5	Selective-Over 1000	102	.25	26	17	16	13
6	Selective-Under 1000	60	.25	15	14	9	11
7	Non-Selective-Over 1000	17	.25	4	3	3	2
8	Non-Selective-Under 1000	33	.25	9	8	6	6
	Religious						
9	Over 1000	32	.25	8	7	5	5
10	Under 1000	72	.25	18	17	11	13
11	Special Purpose	28	.25	7	5	4	4
	TOTAL	455	-	160	129	100%	100%

TABLE 2 Number of Institutions Assuming Various Positions with Respect to Increasing Their Enrollment of Minority Students

Position of Institution	Public Selective	Public Non-Selective	Private Liberal Arts	Private Special	% of Total*
We haven't given the question systematic attention	5	7	8	10	24%
We have considered the question in detail. We are not now making a special effort to enroll minority students because:					
We think we can make a greater contribution in other areas	0	1	2	3	6
We don't have sufficient funds	2	0	3	1	5
There is insufficient interest	0	3	0	1	3
We are planning a program	3	0	2	0	3
We are actively trying to increase our minority enrollment because:					
The institution wants to	21	11	26	14	56
There is pressure to do so	4	1	1	0	3
The institution has been instructed to do so	0	0	0	0	0
TOTAL	35	23	42	29	100%

* Weighted estimate for all senior institutions in the Midwest

TABLE 3 Estimates of the Total Number of Minority Freshmen Entering Different Types of Midwestern Senior Institutions in Fall 1968 and 1969 and Projections for 1970

Type of Institution	1968	1969	1970
Public Selective	6330	7465	10248
Public Non-Selective	1763	2214	2736
Private Liberal Arts	3490	4447	5356
Private	891	1265	1467
All Institutions	12474	15391	19807

TABLE 4 Percentage of Minority Students Among Entering Freshmen at Different Types of Midwestern Senior Institutions in Fall 1968 and 1969 and Estimates for 1970

Type of Institution	Average Freshmen Class Size-Fall 1969	% of Minority Students 1968	1969	1970
Public Selective	2687	3.7%	4.3%	6.0%
Public Non-Selective	1304	3.0	3.7	4.2
Private Liberal Arts	376	4.4	5.6	6.2
Private Special	200	3.4	4.8	5.0
All Institutions	749	3.7	4.5	5.6

TABLE 5 Recruiting Methods Used by Colleges Actively Recruiting Minority Students and the Extent to Which Those Methods Have Been Found Helpful

Recruiting Method	% Having Tried Method	% Finding Method Helpful
Our minority students	92%	86%
Our minority staff	56	91
Alumni	44	29
Visits to schools	99	99
School personnel	92	83
Community agencies	76	76
NMSC National Achievement lists	56	30
CEEB Project Access lists	33	37
Waived application fee	62	73
Waived test fee	41	47
Minority studies program	53	61
Other special program; e.g., tutorial	59	89
Other method	14	*

* Method used too seldom to afford stable estimate

TABLE 6 Percentage* of Entering Freshmen Needing Full or Partial Financial Aid at Different Types of Midwestern Senior Institutions

Type of Institution	% Needing Full Aid		% Needing at Least Partial Aid	
	Minority	All Freshmen	Minority	All Freshmen
Public Selective	38%	13%	74%	43%
Public Non-Selective	41	10	82	41
Private Liberal Arts	45	15	90	57
Private Special	48	17	87	66
All Institutions	41	13	80	48

*Estimates for different types of colleges represent averages of percentages at individual institutions; estimates for all institutions are weighted to reflect enrollment at different types.

TABLE 7 Percentage* of Freshman Aid Awarded to Minority Students at Different Types of Institutions

Type of Institution	Fall 1969	Fall 1970 (estimate)
Public Selective	16%	20%
Public Non-Selective	13	16
Private Liberal Arts	13	17
Private Special	11	13
All Institutions	14	18

*Estimates for different types of colleges represent averages of percentages at individual institutions; estimates for all institutions are weighted to reflect enrollment at different types.

TABLE 8 Academic Potential of the Typical Minority Freshman As Estimated by Admissions Officers at Different types of Institutions

Type of Institution	Number of Institutions Where Typical Minority Freshmen Are Judged to Be:		
	At Fresh. Aver. or Above	Below Fresh. Aver.	Far Below Fresh. Aver.
Public Selective	8	22	5
Public Non-Selective	9	12	0
Private Liberal Arts	18	20	2
Private Special	10	13	1
Institutions Actively Recruiting	30	40	7
Institutions Not Actively Recruiting	15	27	1

TABLE 9 Number of Institutions Providing a Special Program of Academic Help for Enrolled Minority Students

	Institutions Where Minority Freshmen Are Judged Below Average Academically	All Other Institutions
Public Institutions:		
Extensive Programs -	7	3
Some Help or Program Planned -	23	10
No Program -	9	5
Private Institutions:		
Extensive Programs -	0	1
Some Help or Program Planned -	25	15
No Program -	11	11

TABLE 10 Percentage of Freshmen Who Entered in Fall 1968 and Returned in Fall 1969

Type of Institution	Minority Freshmen	All Freshmen
Public Selective	64%	71%
Public Non-Selective	62	65
Private Liberal Arts	70	76
Private Special	82	76
Colleges Where Minority Freshmen Are Judged:		
Below Average Academically	66	72
Average or Better	73	73
Colleges Offering:		
Special Academic Help	72	74
No Special Academic Help	68	71

TABLE 11 Percentage of Institutions Reporting a Marked Change in Emphasis and Governance - By Control and Extent of Minority Enrollment

	High Minority Enrollment*		Low Minority Enrollment	
	Public N = 19	Private N = 13	Public N = 39	Private N = 56
Emphasis on student development	79%	46%	41%	38%
Community involvement	47	69	33	38
Direction from your governing body	37	23	38	14
Students on committees	100	85	85	77
Faculty concern with social issues	79	38	64	50
Public attention to the college	58	42	56	30

* At least 25 minority freshmen who constitute at least five % of all freshmen.

TABLE 12 Number of Institutions Anticipating An Increase Or Decrease in the Percentage of Minority Students Among Entering Freshmen Over the Next Three Years

Type of Institution	Number of Institutions Anticipating: Substantial Increase	Some Increase	No Change	Some Decrease
Public Selective	8	22	4	0
Public Non-Selective	3	12	7	1
Private Liberal Arts	2	31	8	1
Private Special	3	16	9	0
All Institutions*	10%	66%	23%	1%

* Weighted estimate for all senior institutions in the Midwest

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APPENDIX

Survey Respondents*

Illinois

Aero-Space Institute
Augustana College
Blackburn College
Bradley University
The College of Jewish Studies
DePaul University
Illinois State University
Monmouth College
National College of Chiropractic
North Central College
Northeastern Illinois State Col.
Northern Illinois University
Rockford College
Univ. of Illinois-Medical Center
Western Illinois University

Indiana

Anderson College
Ball State University
Crosier House of Studies
Fort Wayne Art Institute
Franklin College
Indiana Univ. at Fort Wayne
Indiana University NW Campus
Purdue University
Rose Polytechnic Institute
St. Benedict College
Saint Francis College
Saint Joseph's College
Taylor University
Valparaiso University

Iowa

Divine Word College
Iowa Wesleyan College
University of Iowa
University of Northern Iowa

Kansas

Baker University
Bethany College
Kansas State University
Kansas Wesleyan
Manhattan Bible College
St. Benedict's College
St. Mary of the Plains College
Tabor College
University of Kansas

Michigan

Albion College
Aquinas College
Eastern Michigan University
Ferris State College
Grand Rapids Baptist College
Michigan State University
Michigan Technological Univ.
Olivet College
Owosso College
Saginaw Valley College
Spring Arbor College
University of Detroit
Wayne State University

Minnesota

Augsburg College
College of St. Thomas
Gustavus Adolphus College
Lea College
Moorhead State College
North Central Bible College
St. Cloud State College
St. Olaf College
Southwest Minnesota State Col.
University of Minnesota

*A few respondents preferred not to be listed, and a few questionnaires were received too late to be used.

Survey Respondents*

Missouri

Fontbonne College
Immaculate Conception Seminary
Missouri School of Religion
Missouri Southern College
NW Missouri State College
Southwest Baptist College
SW Missouri State College
University of Missouri-Columbia
Univ. of Missouri-Kansas City
Univ. of Missouri-St. Louis

Nebraska

Dana College
Hastings College
Hiram Scott College
John J. Pershing College
Kearney State College
Nebraska Wesleyan University
Wayne State College

North Dakota

Dickinson State College
University of North Dakota
Valley City State College

Ohio

Ashland College
Bowling Green State University
Hebrew Union College - Jewish Institute of Religion
Lake Erie College
Muskingum College
Ohio Dominican College
Ohio Northern University
Ohio State University
Ohio University

Ohio (continued)

University of Akron
University of Toledo
Ursuline College

South Dakota

Black Hills State College
Mount Marty College
National College of Business
Northern State College
S. Dakota School of Mines and Tech.
University of South Dakota

West Virginia

Bluefield State College
Concord College
Fairmont State College
Marshall University
West Liberty State College

Wisconsin

College of St. Francis
Edgewood College
Mount Senario College
Stout State University
Wisconsin State College
Wisconsin State Univ.-Eau Claire
Wisconsin State Univ.-La Crosse
Wisconsin State Univ.-Oshkosh
Wisconsin State Univ.-Platteville
Wisconsin State Univ.-Superior
Wisconsin State Univ.-Whitewater

*A few respondents preferred not to be listed, and a few questionnaires were received too late to be used.

Higher Education Surveys

Name _____ Institution _____

DIRECTIONS: All questions refer to minority freshmen enrolled in college for the first time. Minority freshmen should include Blacks, Indians, and Spanish Americans working toward a degree on a full or part-time basis. Please answer each question if at all possible. Use your own judgment and give the best answer or estimate you can. If you wish, explain any answer in the comment space on the back. Call collect 415-328-6150 to clarify any question.

(1) How has your institution responded to interest in enrolling minority students? (Mark one most appropriate.)

We haven't given the question systematic attention . . ( )

We have considered the question in detail. We are not now making a special effort to enroll minority students because:

We think we can make a greater contribution in other areas . ( )
We don't have sufficient funds . ( )
There is insufficient interest . ( )
We are planning a program . . ( )

We are actively trying to increase our minority enrollment because:

The institution wants to . . ( )
There is pressure to do so . . ( )
The institution has been instructed to do so . . ( )

(2) What methods have been helpful in recruiting minority students? Mark each as follows:

1 – Helpful
2 – Doubtful help
3 – Have not tried

Our minority students . . . ( )
Our minority staff . . . . ( )
Alumni . . . . . ( )
Visits to schools . . . . . ( )
School personnel . . . . ( )
Community agencies . . . ( )
NMSC National Achievement lists . . . . . ( )
CEEB Project Access lists . . ( )
Waived application fee . . . ( )
Waived test fee . . . . . ( )
Minority studies program . . ( )
Other special program; e.g., tutorial . . . . . ( )
Other (explain on back) . . ( )

(3) How many first-time students have you enrolled in the past two fall terms? What is your best estimate for next fall?

	Minority Freshmen	All Freshmen
Fall 1968	_____	_____
Fall 1969	_____	_____
Fall 1970	_____	_____

(4) How would you characterize the academic potential of the typical minority freshmen you admitted in Fall 1969 as compared with all freshmen? (Mark one)

Average or better . . . . ( )
Below average . . . . . ( )
Far below average . . . . ( )

(5) What % of your enrolled new freshmen in Fall 1969 required financial aid?

Estimate % requiring:	Minority Freshmen	All Freshmen
No aid	_____%	_____%
Part aid	_____%	_____%
Full aid	_____%	_____%

(6) Of the total aid (all sources) received by your new freshmen in Fall 1969, about what % was awarded to minority students? What is your best estimate for Fall 1970?

_____% Fall 1969 _____% Fall 1970

(7) Is your institution providing a special program of academic help for enrolled minority students?

Yes, an extensive program . ( )
Yes, some special help . . . ( )
Regular remedial programs meet the need . . . . ( )
No special help . . . . . ( )
No, but a program is being planned . . . . . ( )

(8) Of those freshmen you admitted in Fall 1968, approximately what % returned in Fall 1969? (Please give best estimate).

Minority Students _____% All Freshmen _____%

(9) Have any of the following increased markedly on your campus in the past year or two? Check all that apply.

Emphasis on student development . . . . . ( )
Community involvement . . ( )
Direction from your governing body . . . . . ( )
Students on committees . . ( )
Faculty concern with social issues . . . . . ( )
Public attention to the college . ( )

(10) Taking everything into account, in your judgment, what is likely to happen to the percentage of minority students entering your institution over the next three years?

A substantial increase . . . ( )
Some increase . . . . . ( )
No change . . . . . ( )
Some decrease . . . . . ( )

OVER

(11) **If you anticipate a change, up or down, in the proportion of minority students, would you please state briefly what you regard as the main reason –**

COMMENTS: Use this space to explain any answer. The committee would be especially interested in your suggestions concerning promising topics for other surveys.

The report of this survey will include only summary data. May we list your institution as a respondent? **Yes_____** **No_____**

M-1 May 1970

Use stamped envelope provided – Return to:

Higher Education Surveys

College Board – Suite 363
800 Welch Road
Palo Alto, California 94304